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## Lesson Plan, U.S. History, 11th grade

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## Lesson Plan

District: **Brownsville ISD**

School/Campus: **Veterans Memorial High School**

Teacher: **Bernice Barrón and Albert Guerrero**

Date: **Nov. 14, 2019**

Subject and grade level: **U.S. History, 11th grade**

Materials:

**Paper, Pencil, Notebook, Color Markers**

TEKS (Texas Essential Knowledge and Skills):

**6A**

**Analyze causes and effects of events and social issues such as immigration, eugenics, race relations, nativism, the Red Scare, prohibition, and the changing role of women.**

Lesson objective(s):

- 1. Changing Role of Women**
- 2. The Twenties Woman Flapper**
- 3. Amelia Earhart**

Differentiation strategies to meet diverse learner needs:

**+Power point Lecture**

**+Visuals**

**+video clips (to simplify what students process while learning)**

#### ENGAGEMENT

- Describe how you will use place-based and/or culturally relevant pedagogies to promote student engagement?
- What kind of questions should the students ask themselves after the engagement?

**What other historical things or places does Brownsville Texas have that is THIS significant that we don't know about?**

**Did you know Amelia Earhart, and Charles Lindbergh flew into Brownsville's International Airport?**

#### EXPLORATION

- Describe what place-based hands-on activities you could use to encourage students to engage the content.
- List "big idea" conceptual questions related to the content you can use to encourage students' exploration of the lesson.

**All Students will create their own individual paper airplane model using one sheet of printing paper.**

**Students will go out in the hallway to see how well the airplane flies.**

**There will be a competition between boys and girls to see whose airplane model design flies the farthest.**

#### EXPLANATION

- What questions could you pose to students before you precede to introduce the topic, themes or key terms?
- What questions or techniques will you use to help students connect their own knowledge to the main topic and/or key concepts under examination?
- List higher order thinking questions you could use to solicit participation and engage students in discussion and provide their own interpretations.

**Changing Role of Women.**

**Who do students think creates a better airplane, the girls or the boys?**

**Why? (Ask students)**

**Idea: That men and women are capable of the same endeavors (things). Gender has NO bearing, that is the proof women were seeking in the Roaring Twenties.**

#### ELABORATION

- Describe how students will develop a more sophisticated understanding of the topics, themes or key concepts.
- What vocabulary will be introduced and how will it connect to students' observations and/or personal knowledge?
- How will this knowledge be applied in their daily lives?

**Prove gender has no matter, and everyone should have equal opportunities for success.**

**By actively participating on this hands-on project students will further understand gender equality. "New Opportunities"**

**Feminism**

**Patriarchy**

**"Pursuit of Happiness"**



## Lesson Plan

### EVALUATION

- How will students demonstrate that they have achieved the lesson objective? This should be embedded throughout the lesson as well as at the end of the lesson.

**Students will create a report (Essay) on How their own paper airplane did compared to the opposite sex.**